

# Programme Specification

<b>Programme Title and Name of Award</b>	PGCert Paramedic First Contact Practitioner: Practice Development		
<b>Academic Level</b>	7	<b>Total Credits</b>	60
<b>Professional Body Accreditation / Qualification</b>	Not applicable		
<b>Date of Professional Body Accreditation</b>	Not applicable	<b>Accreditation Period</b>	Not applicable
<b>UCAS Code</b>	Not applicable		
<b>HECoS Code</b>	100749		
<b>Criteria for Admission to the Programme</b>	<p>The University's standard criteria for admissions apply. Please refer to the <a href="#">Applicant Information</a> pages of the University website for more information. For <a href="#">APL</a>, please refer to the University website</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage:  <a href="https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/pgcert---paramedic-first-contact-practitioner-practice-development/">https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/pgcert---paramedic-first-contact-practitioner-practice-development/</a></p> <p>There is full commitment to equal opportunities criteria. The University is committed to widening access by taking candidates from a variety of educational backgrounds, without compromising academic standards.</p> <p>The following additional requirements apply for entry to this programme:</p> <ul style="list-style-type: none"> <li>• Applicants must be a registered paramedic currently registered on the HCPC professional register;</li> <li>• Applicants must have a minimum of 5 years post registration experience as a paramedic.</li> <li>• You must be either employed in primary care or are able to secure clinical supervision via a placement in primary care to meet the minimum clinical hours and supervision. Your clinical mentor must be a GMC registered Doctor or a qualified Advanced Clinical Practitioner/Advanced Nurse Practitioner (MSc qualified) and have clinical responsibilities within the relevant area of practice in primary care. You are required to undertake a minimum of (10 days) 75 clinical hours across the whole programme in primary care</li> </ul>		

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	<p>to achieve this award with an appropriate clinical mentor identified who will assess your clinical competencies within the work-based learning in primary care document. It is essential that your clinical mentor is identified at the start of the module. Your local primary care training hub might be able to facilitate the identification of a suitable clinical mentor.</p> <ul style="list-style-type: none"> <li>• Placements/workplaces are subject to a self-administered educational audit of the learning environment.</li> <li>• If you undertake a placement outside a Contract of Employment with the placement provider, there is an expectation that adequate arrangements for Indemnity Insurance will be in place and this is your responsibility.</li> </ul> <p>Normally you must hold an Honours degree classification 2ii or above in a cognisant subject.</p> <ul style="list-style-type: none"> <li>• If you do not hold a 2ii Honours degree you will be considered as a non-standard entrant. Standard University practice will be followed with respect to you, if you are without traditional entry requirements. Non-standard entrants are required to demonstrate ability to benefit from and successfully complete the course. All non-standard entrants are interviewed.</li> <li>• You will need to provide evidence of successful study at Level 6 (or equivalent) within the last 5 years.</li> <li>• If English is your second language you may be required to provide evidence of passing an International Language Testing System (IELTS) with a score of 7.0 with a mean score of 6.5 in all elements.</li> <li>• The application must be supported by two references one of which must make reference to the applicant’s professional competence. One referee must be the applicant’s current employer.</li> <li>• Applicants must have support from employers to undertake this educational route.</li> <li>• Evidence of up-to-date mandatory training will be required as part as the application process to include - Basic Life Support, Equality and Diversity, Adult and Child Safeguarding.</li> <li>• As part of the application process applicants should complete the free e-learning package incorporating 8 core modules found at <a href="https://www.e-lfh.org.uk/programmes/musculoskeletal-primary-care/">https://www.e-lfh.org.uk/programmes/musculoskeletal-primary-care/</a> and 3 personalised modules found at <a href="http://Yourlearningoptions(personalisedcareinstitute.org.uk)">Your learning options (personalisedcareinstitute.org.uk)</a>. You will require a NHS email address to access theses. Certification of completion of the above will be required.</li> </ul>
<b>Teaching Institution</b>	University of Cumbria
<b>Owning Institute</b>	Institute of Health

<b>Programme delivered in conjunction with</b>	Not applicable	
<b>Principal Mode of Delivery</b>	Distance Learning	
<b>Pattern of Delivery</b>	Part-time	
	Total weeks of study:	52
	Delivery pattern:	3 x 12-week semester 1 x 52 week
	Standard semester dates:	Yes
<b>Delivery Site(s)</b>	Distance learning	
<b>Programme Length</b>	Up to 2 years, 4 years maximum	
<b>Exit Awards</b>	If you pass all the theoretical modules HCPD7089, HCPD7099, HCPD7101 but fail the Qualificatory Practice Unit HCPD9700, you may be awarded an exit award of a PGCert Primary Health Care.	
<b>Period of Approval</b>	January 2023	
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: <a href="https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/pgcert---paramedic-first-contact-practitioner-practice-development/">https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/pgcert---paramedic-first-contact-practitioner-practice-development/</a></p>		

### Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities

- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

## Programme Features

The **PGCert Paramedic First Contact Practitioner (FCP): Practice Development** aims to provide a bespoke programme for paramedics to advance their knowledge, understanding and skills in order to practice as a First Contact Practitioner in the primary care setting.

A First Contact Practitioner (FCP) is a diagnostic clinician working in primary care, able to assess and manage undifferentiated and undiagnosed presentations. Development of FCP roles in primary Care commenced for physiotherapists in 2014, designed to support GPs as part of an integrated care team and optimise the patient care pathways for both adults and children (Higher Education England (HEE) 2021). The purpose of this new role development for paramedics is to provide standardisation across the paramedic profession working in the primary care environment, ensuring governance and ultimately patient safety.

This programme has been created to align with workforce development and supports the progression of staff, in accordance with the standards set by professional, statutory and regulatory bodies such as the Health and Care Professions Council (HCPC) and Health Education England. The programme will enhance your ability to complete a detailed assessment of undifferentiated and undiagnosed primary care presentations and provide you with the appropriate knowledge base to anticipate problems, thus enhancing your ability to manage patients accordingly. As you develop within the programme you will gain the skills and expertise to critically analyse situations and clinical presentations, approaching the patient holistically in the primary care setting. This programme and the modules within it, support self-development whilst meeting the requirements of the capabilities, knowledge skills and attributes set out within Health Education England's roadmap to First Contact Practitioner in Primary Care [https://www.hee.nhs.uk/sites/default/files/documents/Paramedics-FINAL%20\(002\).pdf](https://www.hee.nhs.uk/sites/default/files/documents/Paramedics-FINAL%20(002).pdf).

You will study this programme over 1 calendar year which equates to one module per semester in addition to a QPU which will run alongside the academic modules across the full programme. Each module has been designed to take you through stage one and two of the roadmap and build upon your theoretical knowledge base and clinical skills. Academic and workplace learning are woven into the programme to enable you to 'marry' together the new knowledge and clinical skills that enable you to become a first contact practitioner. You will be working in the Primary care setting throughout the programme whilst utilising the Qualificatory Practice Unit 'work-based learning in primary care' in conjunction with a suitable clinical mentor to develop your practical skills in consultation, examination, and patient management. Focussing on the knowledge and skills required for your employment as a paramedic in primary care, the curriculum accommodates the latest contemporary practice developments and will expand your skills, knowledge, and competence through engagement with online learning as well as work-based learning within primary care which will encourage the development of area specific competencies. Learning activities should be supervised by a clinical mentor with development of learning contracts to enable core competencies to be developed according to your individual learning needs.

As part of this programme you are required to log a minimum of 75 supervised hours within primary care, 50 hours of clinical practice must be undertaken under the direction and supervision of your clinical mentor who will contribute to your portfolio and competency sign off. The remaining 25 can be undertaken with either your clinical mentor or another member of the primary care team such as advanced/medical practitioners. If your clinical mentor is not a GP, it is recommended that you spend some of the remaining 25 hours with a GP. You are required to log these hours, then submit them as part of your portfolio at the end of the programme. **It is your responsibility to ensure you have appropriate supervision from a clinical mentor during the programme. If you are unsure about any aspect of this, please contact the module leaders.** We encourage you to take the opportunity to gain a varied range of experiences to achieve the required knowledge, skills and attributes to become a safe and competent Paramedic First Contact Practitioner. There is ongoing support for clinical mentors throughout your studies and they are encouraged to contact your University Personal Tutor at any point for advice and support. Clinical Mentors will also have access to a Practice Mentor handbook, which gives guidance on their role of mentoring you through the practice-based competency assessments within Qualificatory Practice Unit.

On successful completion of the programme student will be eligible to apply for First Contact Practitioner status via Health Education England Centre for Advancing Practice.

To build clear national Primary Care education pathways for Paramedics wishing to move into FCPs and progress into an AP role, HEE (2021) *First Contact Practitioners in Primary Care: Paramedic – a roadmap to practice* aims to standardise the quality and governance of education provision and care provided by FCPs as these roles develop in primary care. It sets out the knowledge, skills and attributes (KSA document) you require for moving into FCP roles in primary care, including capabilities that have been mapped to existing frameworks, including the HEE (2019) Paramedic Specialist in Primary and Urgent Care Capabilities Framework and the HEE (2020) Core Capabilities Framework for Advanced Clinical Practice (Nurses) Working in Primary Care in England. The PGCert Paramedic First Contact Practitioner provides a framework within which you can build your knowledge, skills and attributes, and evidence these to gain recognition with the HEE whilst also considering your future development in advanced practice.

A strength of this programme is the ability to apply for accreditation of prior learning (APL) into the MSc Advanced Clinical Practice at the University of Cumbria. 40 credits from your first 2 modules (HCPD7098 and HCPD7099) have been mapped against the MSc ACP programme and can be considered for APL into this programme. The University of Cumbria also has a flexible Practice Development Framework and your continuing professional development can be facilitated via further study with us you will be offered the opportunity of tailoring your own programme of study, consisting of single modules, short courses or full programmes of study to build upon.

Programmes within the Practice Development Framework provide accessible higher education opportunities at a level which is appropriate to you, the student. The programmes utilise a collaborative approach in the provision of inclusive person-centred continuing professional development education, which is responsive to market demand and has been developed following extensive engagement with employers, current students and external commissioners. Whilst undertaking this programme of study, you will be introduced to and experience the process of transformative learning, founded upon personal critical reflection which will develop you as a knowledgeable, flexible, enquiring practitioner, capable of problem solving and leading innovative approaches.

Your programme "will include content which is relevant to the world of work, emphasising problem-solving and the interaction of theory and practice. It will challenge you intellectually, promoting independence and confidence" (University of Cumbria, Learning, Teaching and Assessment Strategy [LTA] 2017-22). Equally focussing upon one of the key themes from the same strategy we aim to "provide an environment for the development of professionally relevant, research informed and

*innovative programmes*". This theme not only provides a foundation for your chosen area of study, but it also recognises the importance of using a clear educational curriculum model and framework to structure your programme, with you as the learner being central to this process.

Focussing on the knowledge and skills required for your employment, the curriculum accommodates the latest contemporary practice developments, key elements of reflective practice and transformative learning. Our University of Cumbria graduate attributes recognise the importance of you being "*self-reliant, adaptable and flexible*" in your thinking and practice. This will be reflected in developing and enhancing your skills of enquiry and encouraging you to be "*open to change*" embracing the principles which underpin transformative learning. Our collaborative approach to learning has underpinned Practice Development programmes for many years and moving forward together we can support you as you adopt and benefit from the transformative learning process, which indicates an ongoing change and reflects the importance of life-long learning.

## **Programme Learning Outcomes**

By the end of this Programme learners will be able to:

Aim 1: Effectively work as a safe, competent First Contact Practitioner, demonstrating a critical knowledge and understanding of the legal, professional and ethical aspects of the role and its function within primary care

Aim 2: Develop as a critical thinker and reflective/reflexive practitioner, able to apply techniques of rigorous enquiry and critical appraisal and application of an evidence-based approach to first contact practice

Aim 3: Critically evaluate and apply models of consultation and physical examination skills, demonstrating ability to assess, diagnose and manage undifferentiated and undiagnosed presentations

Aim 4: Critically evaluate and apply models of clinical decision making within first contact practice, demonstrating professional judgement in complex and unpredictable situations

Aim 5: Demonstrate critical appreciation of the importance of collaborative working and development of therapeutic relationships, and application of underpinning principles and frameworks for effective, inclusive, person-centred and holistic practice

Aim 6: Critically appraise and apply different approaches to quality and service improvement within primary care, including user/carer and stakeholder engagement.

## **Level Descriptors**

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes.
- Accept accountability for decision making including the use of supervision.
- Analyse complex concepts and professional situations by means of synthesis of personal and workplace reflection and data drawn from scholarship and research in the field.

## **Programme Outcomes – Knowledge and Understanding**

The programme provides opportunities for you to develop and demonstrate the following: (these are based on the Knowledge, Skills and Attributes identified for this programme by Health Education England (HEE) (2021))

### **After 60 credits of study (PGCert) you will be able to develop and demonstrate understanding of:**

- K1.** The evidence, theories and principles that underpin effective communication, patient consultation and referral within the primary care context
- K2.** A critical awareness of the determinants of health, their impact & relevance in undertaking first contact patient assessment, health promotion and personalising care
- K3.** The holistic nature and function of integrated care and applying the concepts and frameworks for collaborative and partnership working
- K4.** The development of reflective/reflexive practice as a First Contact Practitioner within primary care and the contemporary legal, ethical and professional frameworks that underpin the role
- K5.** The complex nature of clinical consultation, history taking and the synthesis and analysis of collated information
- K6.** The processes and principles underpinning use of physical and clinical examination techniques and nationally recognised tools within first contact practice
- K7.** The complexities of making clinical judgements and clinical decision making in practice and the contemporary models and strategies that support these
- K8.** Critical awareness of the diversity of care needs and the importance of the principles of shared care management and prioritisation of care
- K9.** Contemporary knowledge of the legislative and professional frameworks for safe and effective management and administration of medicines within primary care
- K10.** Critical awareness of organisational policies, processes and principles that underpin safe practice and risk management in primary care
- K11.** Personal learning theories and approaches that support development as a self-directed
- K12.** The use and evaluation of a wide range of quality sources of evidence and exploration of innovative approaches and technologies that support quality and service improvement within primary care.

## **Programme Outcomes – Skills and other Attributes (including Employability Skills)**

The programme provides opportunities for you to develop and demonstrate the following:

(These are based on the Knowledge, Skills and Attributes identified for this programme by Health Education England (HEE) (2021))

### **After 60 credits of study and successful completion of the Qualificatory Practice Unit (to complete the PGCert Paramedic First Contact Practitioner) you will be able to demonstrate the following:**

- S1.** Communicate effectively and empathetically with patients, carers and others in complex and unpredictable situations
- S2.** Practice using an adaptive person-centred, holistic and public health approach to care, embracing equality and diversity
- S3.** Effectively manage own time and work in collaboration and partnership within a primary care environment, appropriately referring to other agencies and professionals
- S4.** Critical application of ethical frameworks to complex situations and ethical dilemmas in practice
- S5.** Critically apply models and approaches to consultation and history taking across range of physical and mental health presentations, synthesising and analysing incomplete contradictory evidence
- S6.** Appropriately select and correctly utilise a range of evidence-based physical examination and clinical examination techniques and nationally recognised tools, work effectively within recognised legal and professional frameworks for practice
- S7.** Use initiative in complex clinical decision making, with use of critical clinical judgement and problem-solving approaches, applying a rigorous approach to ordering of clinical investigations
- S8.** Ability to work within scope of first contact practice, recognising and effectively undertaking safe care management & prioritisation of care
- S9.** Apply safe and person-centred practice to management of medicines in primary care
- S10.** Apply a critical approach to risk assessment and management, and incident management, working within and contributing to the development of organisational policies and service improvement
- S11.** Development as a reflective and reflexive First Contact Practitioner and self-directed learner, able to analyse self and own actions to inform personal and professional development
- S12.** Analyse and critique a range of evidence to inform first contact practice; actively engage in research, advancements and innovations in practice

### **Programme Outcomes for Exit award:**

After completion of 60 academic credits but not successful completion of the Qualificatory Practice Unit (PGCert Primary Health Care) you will be able to demonstrate:

**Knowledge and Understanding Outcomes K1 – K12**

**Skills and Attributes (including Employability Skills): S11, S12**



## External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Health Education England (2021) *First Contact Practitioners and Advanced Practitioners in Primary Care: Paramedic. A roadmap to practice.* [First Contact Practitioners and Advanced Practitioners in Primary Care: \(Paramedics\) \(hee.nhs.uk\)](https://www.hee.nhs.uk/first-contact-practitioners-and-advanced-practitioners-in-primary-care-paramedic)

Health Education England (2019) *Paramedic Specialist in Primary and Urgent Care Core Capabilities Framework*

<https://www.hee.nhs.uk/sites/default/files/documents/Paramedic%20Specialist%20in%20Primary%20and%20Urgent%20Care%20Core%20Capabilities%20Framework.pdf>

- QAA (2019) Subject Benchmark Statements: paramedic [https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-paramedics.pdf?sfvrsn=7735c881\\_4](https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-paramedics.pdf?sfvrsn=7735c881_4)
- College of Paramedics (2017) Postgraduate Curriculum Guidance [https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/Paramedic\\_Curriculum\\_Guidance.aspx](https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/Paramedic_Curriculum_Guidance.aspx)
- College of Paramedics (2017) Post-Reg Career Framework [https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/post\\_reg\\_career\\_framework.aspx](https://collegeofparamedics.co.uk/COP/ProfessionalDevelopment/post_reg_career_framework.aspx)
- NHS Long Term Plan (2019) <https://www.longtermplan.nhs.uk/>
- [UoC Strategic Plan](#)
- [UoC Learning, Teaching and Assessment Strategy](#)
- [UoC Academic Regulations and Academic Procedures and Processes](#)

## Graduate Prospects

Successful completion of the PGCert Paramedic First Contact Practitioner: Practice Development will enable you to apply for posts in primary care as a First Contact Practitioner.

The creation of Primary Care Networks (PCNs) in recent years has built on the core of current primary care services and enables a greater provision of proactive, personalised, more integrated health and social care and greater diversity within the multi-disciplinary teams within primary care. This includes an expansion in the number of First Contact Practitioner roles within primary care settings.

The HEE (2021) *First Contact Practitioners and Advanced Practitioners in Primary Care: Paramedic - a roadmap to practice* identifies a progression route from First Contact Practitioner to Advanced Practitioner, through completion of a MSc in Advanced Clinical Practice. At the University of Cumbria, you would be eligible to apply for accreditation of prior learning (APL) for 40 credits from the first 2 modules of the PGCert Paramedic First Contact Practitioner: Practice Development as part of an application to study the MSc in Advanced Clinical Practice.

## **Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated**

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

The University of Cumbria, Learning, Teaching and Assessment Strategy (LTA, 2017-22) underpins all aspects of the Practice Development Framework.

The framework is designed to be flexible, utilising the full range of UoC digital resources and supported communication through learning technology (including online and distributed places for learning). Learning is based in both academic study and practice environments. You are actively facilitated to use, apply and integrate your developing knowledge within your practice and to develop an enquiring, evaluative approach to your study and practice, through a transformative learning experience.

Where specifically included, work-based learning is facilitated by a practice designated clinical mentor.

### **Learning and Teaching Methods will:**

- Promote the development of inclusive practice and address a range of learner types
- "*Scheduled learning and teaching*" encompasses a variety of approaches to learning and teaching across the framework. Strategies include online and / or class-based workshop activities, facilitated discussion and debate, tutorials, guided study and reading, work-based learning, reflection on practice
- Use learning technology to promote your learning and achievement, for example through the use of mobile technology, podcasts, webinars
- Provide active learning and social learning opportunities
- Provide appropriate engagement and facilitation models for distance, online and flexible learning students
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning
- Be relevant to the needs of your workplace, emphasising problem-solving and the interaction of theory and practice
- Use research-informed teaching, drawing on health, social care and workplace knowledge and expertise

The framework is successfully delivered by a team of specialist, experienced lecturers, ensuring learning and teaching methods are contemporary and contextually relevant.

### **Summative and Formative Assessment Methods:**

- Assessment load is minimised for your benefit whilst upholding robust academic standards
- Are designed to provide a creative and balanced strategy across the programme

- Provide a range of authentic, engaging and challenging formative assessment activities which as well as being important for learning, promote the value of formative assessment and contribute to the successful completion of the summative assignment task(s). Examples include quizzes, group work, peer review, presentations, reflection, tutorials, online activities which are designed to generate feedback on performance in order to improve learning
- Enable the valid testing of the programme learning outcomes, through a variety of summative "*written assignments*" including for example; portfolio, case study, reports, reflective accounts, response to peer review, academic essays, appraisal of evidence and OSCE's
- Are relevant to the needs of the workplace, allowing for authentic assessment and effective formative feedback to facilitate your success
- Encourage you to critically reflect on your knowledge and skills development, in order to develop your ability to make sound professional judgements.

## Student Support

Here at the University of Cumbria you will be supported by many individuals and teams. Some, like your tutors and library services, you will have regular contact with, others work in teams 'behind the scenes', however their valuable contribution to your experience and engagement with the learning process is a significant one and they too have been involved in the development of your modules and programmes, as evidenced by their suggestions (highlighted through the use of quotations below).

Through studying with us you will be able to "*recognise and understand how digital literacy works to enhance your learning*" (LTA, 2017-22). Some of your formative and summative assessments will involve using digital resources to capture your personal learning and this will be linked to the use of 'artefacts' and transformative learning.

Digital technology allows us to access the most up to date information and research especially in relation to care and practice. Accepting that the location and finding of information can be extremely quick, it becomes important to develop your "*abilities to critique the quality and validity of this*". Our academic literacy team (along with your tutors) will encourage you to be discerning in your use of evidence and reference sources to support your academic writing. The literacy team will also encourage you to "*develop your practice voice*" when writing, and "*be able to articulate your learning in relation to practice and the associated decision-making process in order to teach others*". This is an important aspect of developing your confidence when writing academically, accepting and recognising the depth of your critical thinking when problem solving in practice and then transferring this process to your academic literacy skills.

In doing this you will obviously have the support from our literacy team and tutors, with both encouraging you to access our HeadStart virtual learning study skills package. Here you will be guided through the programme which specifically focuses upon developing your academic writing skills. This will show you how to begin, structure and conclude an assignment for example and reinforce the importance of using the adopted Harvard referencing technique to support your content. Feedback from these teams has led us to involve a teacher from the continuing professional programme in the initial academic study skills induction. With this collaborative approach you will be able to ground the exploration of literacy skills in your own practice.

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

### **Induction**

You will be required to complete a framework-specific induction programme. Induction is used to introduce you to the Practice Development Framework and to the University's systems and resources, including Library Service, Blackboard, Timetabling, Webfolio, etc.

### **Personal Tutoring**

You will also be allocated a Personal Tutor (PT), your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials (face to face, MS Teams or telephone according your needs), Progress Reviews and other support as outlined in the Personal Tutoring Policy. Regular contact will enable you to plan your personal development needs. Your PT will signpost you to appropriate members of the team, or specific sources of information as appropriate.

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### **Personal Development Planning**

Personal development planning is a key function of your PT, who in the case of the Practice Development Framework is charged with supporting you to identify and meet your individual personal and professional learning and development needs. The PT will assume an academic tailoring role which consists of moderating your journey through your programme of study.

### **Library Services and Academic Skills**

The Library home page can be accessed here: <https://my.cumbria.ac.uk/Student-Life/Learning>.

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information,

referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site.

The [Student Enquiry Point](#) is a simple way to contact Library and [Skills@Cumbria](#) Services. Additional skills support for students is offered via:

- [Workshops](#)
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Head Start to Postgraduate Study](#) This free online pre-entry Master's level course is available free of charge through Blackboard. It provides a useful insight into the academic requirements of study at postgraduate level, including advice from academic tutors and current students, and an opportunity to refresh and develop the library, academic and digital skills for this level. It is recommended to students who are about to start their PG qualification.

The module is accessible via Blackboard on a self-enrol basis, where you receive badges and certificate of completion, or there is a non-certificated open access version available via the [Head Start webpage](#).

### **Student Support Services**

The [Student Enquiry Point](#) is a simple way to contact Student Services. Using the Student Enquiry Point tile on the Student Hub you can submit an enquiry to any of the Student Services teams, which includes:

- [Careers and Employability](#)
- [Chaplaincy](#) for faith and spiritual wellbeing
- [Mental Health and Wellbeing](#)
- [Digital Skills](#)
- [Disability and Specific Learning Difficulty \(SpLD\)](#)
- [International Student Support](#)
- [Library](#)
- [Money Matters](#)
- [Safeguarding](#)
- [Skills@Cumbria](#)
- [Sports and Fitness Facilities](#)
- [University Student Accommodation](#)

**Further support and guidance, including EDI and Safeguarding:** We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know

about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

### **Student Voice**

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at [www.ucsu.me](http://www.ucsu.me).

You can email at any time on [studentvoice@cumbria.ac.uk](mailto:studentvoice@cumbria.ac.uk).

### **IT and Technical Support**

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

### **University Cumbria Students' Union (UCSU) Student Support**

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at [www.ucsu.me/support](http://www.ucsu.me/support).

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HCPD7098	The Clinical Consultation in First Contact Practice: Integrating Theory and Practice	20	Core	K1, K2, K4, K5, K6, K7, K8, K9, K10, S1, S2, S4, S5, S8, S9, S11
7	HCPD7099	Clinical Decision Making in Primary Care: Improving Outcomes in Complex Patients	20	Core	K1, K2, K3, K5, K6, K7, K8, S6, S7, S8
7	HCPD7101	Primary Care: Challenges and Innovations in Practice	20	Core	K1, K3, K4, K10, K11, K12, S10, S12
7	HCPD9700	Qualificatory Practice Unit: Work Based Learning in Primary Care for First contact Paramedic Practitioners	0	Qualificatory	S1, S2, S3, S4, S5, S6, S7, S8. S9, S10, S11
Notes					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>Module pass mark: 50% (Postgraduate).</p> <p>Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme.</p> <p>HCPD7089 is the <b>first</b> in the sequence of 3 modules for the PGCert Paramedic First Contact Practitioner: Practice Development.</p> <p>HCPD7099 is the <b>second</b> in the sequence</p> <p>HCPD7101 is the <b>third</b> in the sequence</p> <p>HPHA9700 will be studied alongside HCPD7089, HCPD7099 &amp; HCPD7101</p>					

**\* Key to Module Statuses**

Core Modules	Must be taken and must be successfully passed.
Qualificatory Practice Units	These are non-credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme. These units must be successfully completed in order to pass the award but do not affect the final degree classification. An alternate award is available if you are not successful in the QPU element of your programme.



**Programme Delivery Structure: Part Time (January Start)**

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Assessment Deadline
		Jan – April April – July Sept – Jan Jan - Dec		
HCPD7098	The Clinical Consultation in First Contact Practice: Integrating Theory and Practice	SEM2	Patchwork text portfolio	April
HCPD7099	Clinical Decision Making in Primary Care: Improving Outcomes in Complex Patients	SEM2E	Written assessment	July
HCPD7101	Primary Care: Challenges and Innovations in Practice	SEM1	Academic poster with accompanying oral defence	January
HCPD9700	Qualificatory Practice Unit: Work Based Learning in Primary Care for First contact Paramedic Practitioners	Year long	Practical skills assessment Portfolio	December

**Students exiting at this point with 60 credits but without a pass in the Qualificatory Practice Unit would receive a PGCert Primary Health Care**

**Students exiting at this point with 60 credits with a pass in the Qualificatory Practice Unit would receive a PGCert Paramedic First Contact Practitioner: Practice Development**

**Programme Delivery Structure: Part Time (September Start)**

Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Indicative week number of Assessment Deadline
		Sept – Dec Jan – Apr Apr – Aug		
HCPD7098	The Clinical Consultation in First Contact Practice: Integrating Theory and Practice	SEM1	Patchwork text portfolio	December
HCPD7099	Clinical Decision Making in Primary Care: Improving Outcomes in Complex Patients	SEM2	Written assessment	April
HCPD7101	Primary Care: Challenges and Innovations in Practice	SEM2E	Academic poster with accompanying oral recording	July
HCPD9700	Qualificatory Practice Unit: Work Place Learning in Practice	Year long	Practical skills assessment Portfolio	August
<p><b>Students exiting at this point with 60 credits but without a pass in the Qualificatory Practice Unit would receive a PGCert Primary Health Care</b></p> <p><b>Students exiting at this point with 60 credits with a pass in the Qualificatory Practice Unit would receive a PGCert Paramedic First Contact Practitioner: Practice Development</b></p>				

## Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes. There are no exceptions to the Academic Regulations.

## Methods for Evaluating and Improving the Quality and Standards of Learning

### Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review of Teaching
- External Examiner Reports
- Student Success and Quality Assurance Committee

### Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student Forum (for those programmes with specific cohort start and end dates).
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Meetings with stakeholders / commissioners of programmes

### Date of Programme Specification Production:

September 2022

### Date Programme Specification was last updated:

November 2022

**For further information about this programme, refer to the programme page on the University website**

**The following information has implications for potential international applicants who require a Student Visa to study in the UK**

**Is the placement requirement more than 50% of the programme?**

No

<b>If yes, what % of the programme is the placement requirement?</b>	N/A
<b>If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?</b>	N/A